



Canadian International School of Egypt (CISE)
El Tagoma, El Khames,
4th District, Zone 6, New Greater Cairo, Egypt
Telephone: 202-617-4500



Canadian International School of Egypt (CISE)
Social Sciences and Humanities
CHW3M- World History to the 16th Century

Course Outline

Teacher:	Jason Brazeau
Time:	September 2012, Semester 1
Course Title/Grade:	World History to the 16 th Century
Course Type:	Mixed
Ministry Course Code:	CHW3M
Credit Value:	1
Prerequisite:	None
Ministry Document:	The Ontario Curriculum: Social Sciences and Humanities Gr 11-12, 2003
Textbook:	Echoes from the Past: World History to the 16 th Century

Course Description

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

Overall Curriculum Expectations

1. Communities; Characteristics, Development and Interaction

By the end of this course, students will

- describe the changing characteristics of communities from earliest times to the sixteenth century
- Analyze how selected societies have evolved and responded to challenges
- Analyze the interaction between various societies from the time of the first communities to the sixteenth century

2. Change and Continuity

By the end of this course students will:

- analyze the factors that contributed to the process of change from the earliest times to the sixteenth century
- Analyze the factors that contributed to the maintenance of stability and continuity in a variety of societies from earliest times to the sixteenth century
- Demonstrate an understanding of the importance of using the concepts of chronology and cause and effect in studying world history before the sixteenth century

3. Citizenship and Heritage

By the end of the course students will:

- a) Demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century
- b) Analyze the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century.
- c) Analyze changing concepts of authority and individual rights in different societies and periods prior to the sixteenth century

4. Social, Economic, and Political Structures

By the end of the course students will

- a) Analyze the development of diversity of social structures in various regions of the world prior to the sixteenth century
- b) Analyze diverse economic structures and the factors that affected their development
- c) Demonstrate an understanding of the diversity and uniqueness of political structures throughout the world

5. Methods of Historical Inquiry and Communication

By the end of the course students will:

- a) Use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources
- b) Interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry
- c) Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Description of Course Units

<u>Unit</u>	<u>Title</u>	<u>Time</u>
1	The March to Civilization	22
2	First Civilizations of the Near East: Egypt	22
3	Mediterranean Civilizations: Greece and Rome	22
4	The Middle Ages	22
5	Modern Ages	22
Total		110 Hours

Mark Breakdown and Assessment Evaluation

Your level of performance on a number of activities will determine your midterm and final grades. Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

- **Knowledge and Understanding** (evaluation of your knowledge of facts and terms and understanding of concepts and theories)
- **Thinking/Inquiry** (evaluation of your critical and creative thinking and inquiry skills)
- **Communication** (evaluation of your ability to communicate information and ideas in a variety of ways)
- **Application** (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

ASSESSMENT & EVALUATION

Essential Evidence

A. COURSE WORK

70%

-Quizzes, Tests, Assignments, Projects

B. CULMINATING ACTIVITIES

1: Culminating Activity

10%

2: Examination

20%

NOTE: SOME ASSESSMENT/ EVALUATION COMPONENTS MAY BE ALTERED DEPENDING ON TOPIC INTEREST, CLASS DEMAND OR TIME CONSTRAINTS. STUDENTS WILL BE MADE AWARE OF ANY CHANGES WITH AN UNDERSTANDING THAT MODIFICATIONS ARE IN THEIR BEST INTEREST.

Achievement Chart

Percent Grade Range	Achievement Level	Summary Description
80-100%	4	A very high to outstanding level of achievement. Achievement is above the provincial standard
70-79%	3	A high level of achievement. Achievement is at the provincial standard
60-69%	2	A moderate level of achievement. Achievement is below but approaching the provincial standard
50-59%	1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted	

Late Assignment Policy

Students are expected to complete all assignments on time. Teachers and the principals will assist students in developing good work habits, including time management, and in developing the attitudes that lead to success in life, including pride in work done. The cooperation of parents is invited and is essential.

Assignments that are late or incomplete:

- Student will not be allowed to enter the class and will be sent down to RM 24 (Mr. Frank) to complete the assignment. The student will not be allowed to enter the class until the assignment is done. The student will then be responsible for any work that is missed in class.
- Parents will be contacted immediately
- The student will receive a 5% penalty each day the assignment is late
- Once the assignment has been marked and distributed back to the other students, you will receive a mark of 0.

Academic Honesty

It is expected that all essays, assignments, projects and the like, presented by students for assessment, will be their own work. The advent of the Internet, which is a superb source of information for students, has led to a large increase in plagiarism the presentation of another person's work as your own. Plagiarism includes students copying into their work, sentences, paragraphs, graphics and so on from another author, without providing an acknowledgment of the source.

Plagiarism becomes an increasingly frequent problem as students get older. It is also a problem in post-secondary institutions, which regard it so seriously that they will often require a student who has been academically dishonest to withdraw from their program. The school wishes to cooperate with parents in developing students' commitment to academically honest practices. If a student presents work for assessment that contains another person's work, without adequate acknowledgement, the work will be returned un-assessed and parents will be contacted to set additional consequences, including suspension, depending on the grade and the extent of the plagiarism.

Plagiarized work will be assigned a zero grade.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Comes to school regularly, on time and ready to learn;
- Is prepared for all classes by bringing required material and completing homework assignments on time;
- Is responsible for any work missed in classes due to absence;
- Shows respect for themselves, for others and for those in authority;
- Develops self-discipline and shows courtesy through language and actions toward all members of the school community;
- Shows respect for school property and the personal belongings of others;
- Cooperates with other members of the school community;
- Resolves interpersonal conflicts and difficulties through discussions with the other person or through seeking assistance from school personnel;
- Refrains from bringing anything to school that may compromise the safety of others (e.g. alcohol, illegal drugs, weapons, objects which may be used as weapons);
- Follows the established rules and takes responsibility for his/her actions.

If you have any problems or issues throughout the year, I have an open door policy so please come and talk to me. If there is anything that I can do to help I would love to do so. You can also contact me through e-mail at jbrazeau@cise-eg.com. You can also follow a day to day schedule of the class at www.brazeau.wikispaces.com

Thanks

Student Signature: _____

Teacher Signature: _____